

**CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM
CLARKSVILLE, TENNESSEE
JOB DESCRIPTION**

Job Title: Transition Specialist

Department: Special Education

Calendar: 10 months/200 days

Job Description

Date Reviewed: August 2009

Reports To: Coordinator of

Exceptional Children Services

Purpose of Job

To guide secondary, special needs students and their families through the transition process to include assessment and education in all stages of transition development to help prepare them for a successful transition into post-school activities, including post-secondary education, independent living, employment and/or community participation.

Essential Duties and Responsibilities

The following duties are normal for this job. These are not to be construed as exclusive or all inclusive.

Other duties may be required and assigned.

- Assist Coordinator of Exceptional Children's Services in the coordination of transition services for special needs students in all middle and high schools in the district
- Assist Coordinator of Exceptional Children's Services in the supervision of the Administrative
- Assistant and Educational Assistant assigned to the Transition Career Center (PAES Lab)
- Supervise all activities of the Transition Career Center (PAES Lab)
- Serve as a resource for administrators, teachers, students, parents and others for transition plan development
- Assist teachers in the on-going development of students' Individual Transition Plans
- Participate in IEP team meetings to give definition to the Transition Plan
- Provide small group and individual instruction related to increased awareness of personal strengths, weaknesses, interests and social skills as they apply to future work goals
- Assist students, parents and teachers in interpreting assessment results and utilizing data gathered in the transition process to make informed future-oriented decisions
- Supervise the implementation and operation of the PAES lab
- Train staff, teachers, students and others in PAES processes
- Assist WBL Coordinators in implementation of WBL program requirements
- Assist in the retention and graduation of at-risk, special needs students
- Gather and utilize data to report program status

Additional Job Functions

Performs other duties as required.

Minimum Training and Experience Required to Perform Essential Job Functions:

A minimum of a Bachelor's Degree; Master's Degree preferred.

Various work-related experiences to provide knowledge in a diverse background of career options for special needs students.

Ability to communicate effectively with diverse populations.

KNOWLEDGE OF JOB

Considerable knowledge of the policies, procedures, and activities of the school system, and supervisory practices as they pertain to the performance of duties relating to the

position. Capability to develop and implement long-term goals. Knows how to keep abreast of any changes in statutes, policy, procedures and methods as they pertain to public education. Is able to effectively communicate and interact with subordinates, supervisors, members of the general public, and other groups involved in the operation of the school system. Is able to assemble information and make written reports and documents in a concise, clear, and effective manner. Has good organizational, management, interpersonal, and technical skills. Is able to use independent judgment and discretion in supervising subordinates, including the handling of emergency situations, determining and deciding upon procedures to be implemented, setting priorities, maintaining standards, and resolving problems.

**(ADA) MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED
TO PERFORM ESSENTIAL JOB FUNCTIONS PHYSICAL REQUIREMENTS:
PHYSICAL REQUIREMENTS:**

Must be physically able to operate a variety of office machines. Must be able to use body members to work, move or carry objects or materials. Must be able to exert up to twenty pounds of force occasionally, and/or up to ten pounds of force frequently. Physical demand requirements are at levels of those for active work. Must be able to lift and/or carry weight of twenty to forty pounds.

DATA CONCEPTION:

Requires the ability to compare and or judge the readily observable, functional, technical, structural and compositional characteristics (whether similar to or divergent from obvious standards) of data, people or things.

INTERPERSONAL COMMUNICATION: Requires the ability of speaking and/or signaling people to convey or exchange information, Includes giving assignments and/or directions to coworkers and assistants.

LANGUAGE ABILITY:

Requires the ability to read a variety of informational documentation, directions, instructions and methods and procedures related to maintenance operations. Requires the ability to write reports with proper format, punctuation, spelling and grammar. Requires the ability to speak with and before others with poise, voice control and confidence using correct English and a well-modulated voice.

INTELLIGENCE:

Requires the ability to learn and understand relatively complex principles and techniques; to make independent judgments in absence of supervision.

VERBAL APTITUDE:

Requires the ability to record and deliver information to supervisors and officials; to explain procedures and policies; and to follow verbal and written instructions, guidelines and objectives.

NUMERICAL APTITUDE:

Requires the ability to add and subtract totals; multiply and divide; determine percentages; determine time and weight; and utilize statistical inference.

FORM/SPATIAL APTITUDE:

Requires the ability to inspect items for proper length, width and shape visually.

MOTOR COORDINATION:

Requires the ability to coordinate hands and eyes in using automated office and departmentally-related equipment.

MANUAL DEXTERITY:

Requires the ability to handle a variety of items, hand tools, office equipment, control knobs, switches, etc. Must have the ability to use both hands for twisting or turning. Must have high level of hand and eye coordination.

COLOR DISCRIMINATION:

Requires the ability to differentiate colors and shades of color.

INTERPERSONAL TEMPERAMENT:

Requires the ability to deal with people beyond giving and receiving instructions such as in interpreting policies, decisions and procedures. Must be adaptable to performing under considerable stress.

PHYSICAL COMMUNICATION:

Requires the ability to talk and/or hear (talking – expressing or exchanging ideas by means of spoken words) (hearing – perceiving nature of sounds by ear).

The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the school system may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

Employee's Signature Date

Supervisor's Signature Date